



# SC Annual School Report Card Summary

**GORDON ELEMENTARY**  
Dillon 2

Grades: 4-6

Enrollment: 789

Principal: Shawn Johnson

Superintendent: D. Ray Rogers

Board Chair: Fitzgerald Lytch

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Below Average	TBD	TBD	Not Met	R
2010	Below Average	Below Average	N/A	N/A	Not Met	R
2009	Below Average	Below Average	N/A	N/A	Not Met	RP

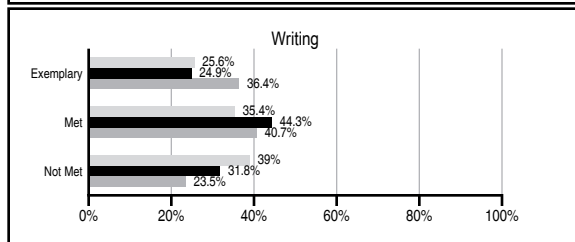
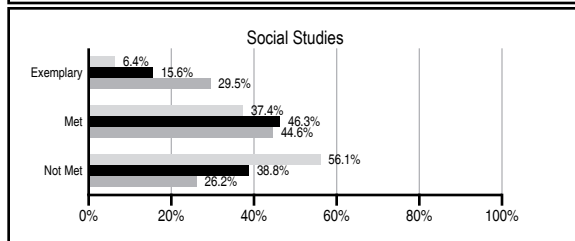
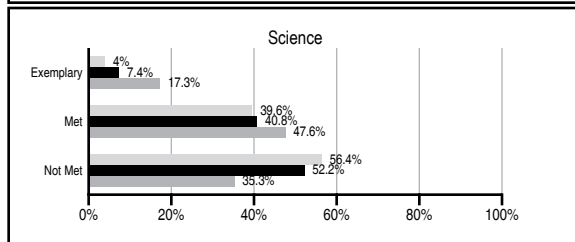
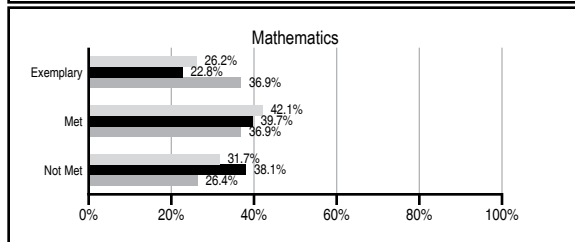
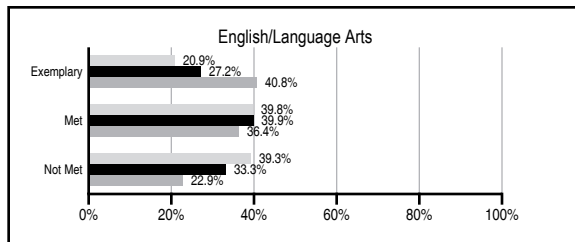
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	9	104	54	23

\* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

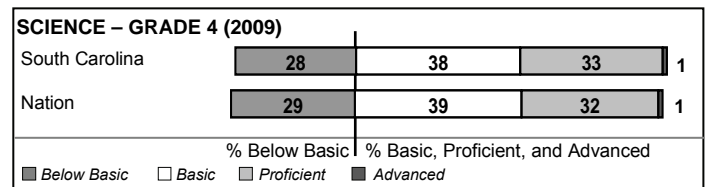
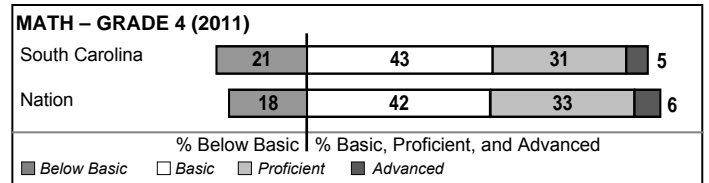
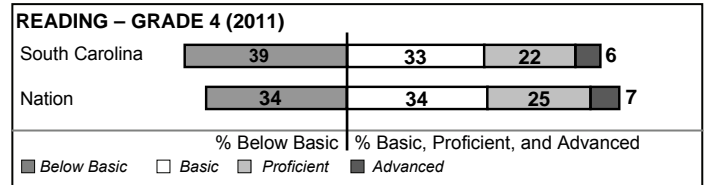
## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# GORDON ELEMENTARY [Dillon 2]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=789)</b>				
Retention rate	1.5%	No Change	1.5%	1.1%
Attendance rate	96.3%	Down from 96.6%	96.1%	96.2%
Served by gifted and talented program	4.9%	Down from 7.1%	5.7%	13.4%
With disabilities other than speech	2.6%	Down from 8.0%	4.3%	4.1%
Older than usual for grade	4.6%	Up from 3.6%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	47.6%	Up from 46.7%	61.8%	62.5%
Continuing contract teachers	76.2%	Up from 64.4%	82.9%	88.2%
Teachers returning from previous year	90.5%	Down from 91.6%	85.0%	87.8%
Teacher attendance rate	94.3%	Up from 92.5%	95.1%	95.2%
Average teacher salary*	\$41,952	Down 5.8%	\$45,147	\$46,773
Classes not taught by highly qualified teachers	0.0%	Down from 0.9%	0.0%	0.0%
Professional development days/teacher	18.7 days	Up from 8.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 12.0	3.3	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.7 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 88.2%	90.0%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,020	Down 10.0%	\$8,323	\$7,447
Percent of expenditures for instruction**	71.4%	Up from 68.5%	67.8%	68.4%
Percent of expenditures for teacher salaries**	67.5%	Up from 64.4%	64.2%	65.8%
% of AYP objectives met	76.0%	Down from 92.0%	76.9%	90.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	215	105
Percent satisfied with learning environment	82.9%	82.7%	73.3%
Percent satisfied with social and physical environment	86.5%	79.4%	68.6%
Percent satisfied with school-home relations	72.2%	87.7%	72.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Gordon Elementary, we strongly believe all students should experience success and failure is not an option. Our goal this year has been to make great things happen for students and we have achieved this many times over during the 2010-2011 school year. Gordon Elementary strives to ensure that all students become responsible citizens by providing a safe and secure learning environment where students, staff, family and community work together.

We realize how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Gordon Elementary. Therefore, during the 2010-2011 school-year, we began a school-wide implementation of Balanced Literacy. This is a comprehensive literacy program that includes components of reading and writing, and opportunities to respond critically and thoughtfully to texts and learning. Instructing, demonstrating, discussing, coaching, and discovering are all part of this model (Routman, 2000). Research shows that one of the most effective ways to improve students' reading ability is to increase the amount of time children spend reading. To accomplish this and implement the Balanced Literacy approach with fidelity, teachers were provided at least 90 minutes of uninterrupted instruction every day. Teachers were also provided with professional development from consultants monthly, met weekly in grade level teams to review data from common assessments and benchmarks and used the S.C. S<sup>3</sup> Curriculum to guided instruction. Each student at Gordon Elementary was individually assessed to determine their reading level. Classroom libraries were outfitted with at least 200 new books to match students' reading levels. Independent Reading for 30 minutes daily was implemented along with individual conferencing.

Scholastic Read 180 was implemented in several 4th grade classes as an intervention piece for our most fragile readers. READ 180 is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above. READ 180 uses computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of all students.

Competition among students for increasing their MAP scores was heightened by the numerous awards of new bicycles throughout the school year. Students demonstrating the most growth in MAP were rewarded with their choice of a new bicycle. More than 20 bicycles were given away during the 2010-2011 school year.

Gordon's Family Night SLAM met four times this year with a record number of parents attending the sessions. Parents participated in various activities based on the South Carolina Standards and learned more about the expectations for their children.

With a strong commitment to enhancing each individual student's education through research-based programs and innovative teaching techniques, it is evident that at Gordon Elementary success is the only option!

Shawn Johnson, Principal  
Sallie Huggins-Mcintyre, SIC Chairperson

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

Printed versions are available from school districts upon request.

#### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status